CHAPTER I

INTRODUCTION

1.1. The Background of the Study

The rapid development of technology, communication, and information, especially the internet has become a demand for lecturers in Indonesia to be able to use it as a source of learning media in supporting the teaching and learning process beyond their conventional classrooms.

The use of media technology provides benefits for lecturers and students to access the materials and interact in *face- to-face* conventional learning, and also outside the classroom through an online platform. In addition, media technology also brings learners in learning activities anywhere or what so called the *ubiquitous learning environment* (Hwang & Chen, 2017). One of the positive values of Internet technology, for example, enables learners to discuss and collaborate to solve problems both in class and outside of class (Halili,2015).

Learning management system (LMS) is a kind of platform that support e-learning through various media. According to Nadire (2015) Learning Management System (LMS) provides the virtual platform for e-learning by enabling the management, monitoring students, delivering materials, communication, testing, scheduling and tracking of learning. In addition, Anderson (2008) gives the term of Learning Management System (LMS) as an online learning platform, software that is deviced to organize and manage learning process. Elearning.uinsu.ac.id is a web-based learning management platforms that need installation on a web server. It provides

Lecturer and students with a ready to use web-based learning application. It also facilitates the opening of learning zone to support the lecturers via virtual storage that allows them to upload and to keep their materials easier. Thus, they can monitor the students' learning without encountering constraints of time and place.

One of technological developments that have been applied especially in educational world is ICT based learning. Pertained to the technological developments; e-learning starts to be used in schools which have better ICT. The use of e-learning as a complement in learning, it did not replace the role of conventional learning. Dede (2010) stated that as the rapid development of technology in information and communication technology (ICT) has provided more effective for lecturers, it possible in conventional classroom. By using electronic support, the lecturers and students can communicate easily. Communication did without being limited by distance, place and time. E-learning facilitates students to get the materials and they can review it anytime and everywhere while they still connected with the internet networking. E-learning can be applied in various lessons, one of them is English. As we know that in English teaching, the lecturer uses some methods in delivering materials which aimed learning process does not seem monotonous. Besides, the students do not feel bored in the classroom. By using e-learning, the lecturers can provide materials and task as good as possible which aimed students will be more interested. The use of e-learning gives new atmosphere in English teaching.

In this research, researchers focused on how is the implementation of e-learning platform in teaching creative writing to undergraduate students of UINSU. The main reason for this research is that UINSU has been using e-learning for the last copule months as full course online learning.

1.2 The Problems of the Study

Based on the observation above, the research problems are formulated as follow:

1. How is e-learning.uinsu.ac.id implemented by lecturers in teaching creative writing to undergraduate students of UINSU?
2. Why is the implementation conducted the way it is?

1.3 The Objectives of the Study

Based on the problems stated above, the objectives of the study are:

1. To describe the implementation of e-learning in teaching creative writing writing to undergraduate students of UINSU.
2. To find out the reasons why the implementation is conducted the way it is.

1.4 The Scope of the Study

This study focus to undergraduate students of UINSU in academic year of 2020/2021. The researcher limited this study on using elearning.uinsu.ac.id as a learning platform. The two main aspects are the implementation of elearning.uinsu.ac.id as e-learning platform applied in English learning based on the five stages of Gilly Salmon's theory(2002), and the analysis of the reasons why the implementation is conducted the way it is.

1.5 The Significance of the Study

The findings of this study are expected to be useful theoretically and practically:

1. Theoretically, findings of this research are expected to describe the implementation of e-learning platform and to contribute as useful references for those who want to make a further research on the same area with different focus and object.

2. Practically, the findings of this research are expected to be useful for lecturers and students whos like to find and design the suitable moodle e-learning as a platform in teaching process.